

## Social Studies Standards Rationale

To maintain the Union that supports our freedoms, citizens must rely on the knowledge, skills, and character of its citizens and those they elect to public office. Critical to the preservation and improvement of America's republican form of government is the study of America's founding principles, namely the principles as detailed in the United States Constitution, the Declaration of Independence, and in *The Federalist Papers*. The standards include study of the rich and diverse contributions people of many backgrounds have made to American life and institutions, and at the same time, emphasize our shared heritage as citizens and residents of the United States. They require that students acquire both core knowledge and a firm grasp of reasoning and practice in inquiry and research. Students must learn how to frame and test hypotheses, distinguish logical from illogical reasoning, frame reasoned options and arguments, and grasp reflective thinking and evaluation. The standards present the academic content and skills in the four interrelated disciplines of history, geography, civics/government, and economics that are essential to an understanding of human experience, past and present.

### *History*

The study of history is essential in developing citizens who understand contemporary issues with a depth and wisdom drawn from the experience of the past. Through the study of history, which integrates the humanities (such as art and literature) and the social sciences (political science, economics, and geography), students will better understand their own society, as well as others. Because most United States institutions and ideals trace their origins through Europe, the study of Western civilizations is a central feature of the standards, although students are also expected to learn about the significant contributions of other non-Western civilizations. Analyzing patterns and relationships within and among world cultures such as economic competition and interdependence, age-old ethnic enmities, and political and military alliances, helps learners carefully examine policy alternatives that have both national and worldwide implications. The deep study of history is further informed and enlivened by considering current events and issues. Important as well, students will develop understanding of chronological thinking, the connection between causes and effects, and between continuity and change. They will see how people in other times and places have grappled with the fundamental questions of truth, justice, and personal responsibility, understand that ideas have real consequences, and realize that events are shaped both by ideas and the actions of individuals.

### *Civics/Government*

The goal of the civics standards is to develop in all students the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, sources, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Through these standards, students will understand the foundations, principles, and institutional practices of the United States a representative democracy and constitutional republic. They will be aware of their rights as citizens and residents of the United States. They will understand the importance of each person as an individual, the importance of respect for the human and civil rights of all people, and our shared heritage as citizens and residents of the United States. The civics standards also reflect

the need to help students develop a basic understanding of politics and government and to practice the skills of good citizenship. Students should be able to obtain, understand, and evaluate information relating to the performance of public officials. Citizenship skills are also required for competent participation in the political process. These include the capacity to influence policies and decisions by working with others, clearly articulating interests and making them known to key decision and policy makers, building coalitions, negotiating, compromising, seeking consensus, and managing conflicts.

### *Geography*

The goal of the geography standards is to provide an understanding of: 1) the human and physical characteristics of the Earth's places and regions, 2) how people of different cultural backgrounds interact with their environment, and 3) how the United States and the student's home state and community are affected by conditions and events in near and distant places. By learning to think spatially, students of geography will learn to analyze locations, places, and their myriad relationships. They will also have a framework to study local, regional, national, and global issues that concern them and understand their place in society. The essential skills of asking geographic questions; acquiring, presenting, and analyzing geographic information; and developing and testing geographic generalizations are central to the standards. The geographic reasoning that is represented is a way of studying human and natural features within a spatial perspective. Through geographic reasoning, students will understand the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will help with students' understanding of history, civics, and economics.

### *Economics*

The goal of the economics standards is to ensure that students understand economics well enough to make reasoned judgments about both personal economic questions and broader questions of economic policy. Through the standards, students will develop an economic way of thinking and problem solving in order to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This type of critical thinking will prepare students to weigh not only the short-term effects of a decision, but also its long-term effects and possible unintended consequences. They will understand that because resources are scarce relative to wants, individuals and society must choose how to allocate goods and services among competing uses. Students will also understand that these choices and trade-offs significantly affect the quality of people's lives and explain historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Understanding the process and components of economic reasoning also will provide a vital framework within which to analyze current issues and public policies, and to understand the complex relationships among economic, political, and cultural systems.

It is possible to spend a lifetime studying these areas without learning about every significant event. Our best hope in the years of formal schooling is that students learn to tell the important from the unimportant and to know enough about history, geography, economics, and civics and

government to inform themselves about the vital connections between the present and the past. Our very first priority is to prepare our young people for the office of citizen. In conjunction with standards frameworks in other disciplines, these standards are designed to help all schools ensure that they promote a high level of academic rigor and provide sound opportunities for all students to learn.

***Table 1. Social Studies Standards***

***STANDARD 1: History***

Students analyze the human experience through time, recognize the relationships of events and people, and interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona, American, and world history.

***STANDARD 2: Civics/Government***

Students understand the ideals, rights, and responsibilities of citizenship, and the content, sources, and history of the founding documents of the United States, with particular emphasis on the Constitution and how the government functions at the local, state, national, and international levels.

***STANDARD 3: Geography***

Students analyze locations, regions, and spatial connections, recognizing the natural and cultural processes that impact the way in which people and societies live and interact with each other and their environment.

***STANDARD 4: Economics***

Students develop economic reasoning skills to apply basic economic concepts, assess problems, make choices, and evaluate the choices of others as consumers, workers, and citizens participating in local, national, and global economies.

## **SOCIAL STUDIES STANDARDS BY LEVEL: ESSENTIALS (Grades 4-8)**

### ***STANDARD 1: HISTORY***

Students analyze the human experience through time, recognize the relationships of events and people, and interpret significant patterns, themes, ideas, beliefs, and turning points in in Arizona, American, and world history.

***(Grades 4-5)***

- **1SS-E1. Understand and apply the basic tools of historical research, including chronology and how to collect, interpret, and employ information from historical materials.**

*Note: Historical research skills and analytical skills. These skills are to be learned and applied to the content standards for grades 4-5*

- PO 1. Place key events on a timeline and apply chronological terms correctly, including B.C.E. (B.C.), C.E. (A.D.), decade, century, and generation
- PO 2. Identify primary and secondary sources historians use to construct an understanding of the past, using such sources as letters, diaries, newspaper articles, archaeological evidence, maps, and government records
- PO 3. Interpret historical data in the form of simple graphs and tables
- PO 4. Distinguish fact from fiction in historical novels and movies

### **FOCUS:** Arizona

- **1SS-E2. Describe the legacy and cultures of prehistoric American Indians in Arizona, including the impact of, and adaptations to geography, with emphasis on:**
  - PO 1. how archaeological and anthropological research gives us information about prehistoric people
  - PO 2. characteristics of hunter-gatherer societies, including their development of tools and adaptation to environments
  - PO 3. development of agriculture with the domestication of plants
  - PO 4. the distinctive cultures of the Anasazi, Hohokam, and Mogollon, including where they lived, their agriculture, housing, decorative arts, and trade networks
  - PO 5. how prehistoric cultures adapted to, and altered, their environment, including irrigation canals and housing

- **1SS-E3. Describe Spanish and Mexican colonization and economic, social, and political interactions with the first inhabitants of Arizona, with emphasis on:**

- PO 1. the location and cultural characteristics of the O’odham (Papagos and Pimas) and Apaches during the Spanish period
- PO 2. the reasons for the early Spanish explorations, including those of Fray Marcos de Niza, Estevan, and Francisco Vásquez de Coronado
- PO 3. the reasons for Spanish colonization, including the establishment of missions, presidios, and towns and impact on native inhabitants
- PO 4. the contributions of Father Kino
- PO 5. the creation of unique, strongly held cultural identities from the Spanish and Indian heritage
- PO 6. the change of governance from Spain to Mexico

- **1SS-E4. Describe the economic, social, and political life in the Arizona Territory and the legacy of various cultural groups to modern Arizona, with emphasis on:**

- PO 1. how Arizona became a part of the United States through the Mexican Cession and the Gadsden Purchase
- PO 2. the conflict of cultures that occurred between newcomers and Arizona Indian groups, including the Indian Wars
- PO 3. the lives and contributions of various cultural and ethnic groups, including American Indians, Hispanics, and newcomers from the United States and other parts of the world
- PO 4. the importance and contributions of various occupations to the growing Arizona communities, including soldiers (Buffalo soldiers), miners, merchants, freighters, homemakers, ranchers, cowboys, farmers, and railroad workers

**FOCUS:** American History from Discovery through the U.S. Constitution

- **1SS-E5. Describe the causes, course, and consequences of early European exploration of North America, with emphasis on:**

- PO 1. the reasons for European exploration of the Americas
- PO 2. the characteristics and results of various European expeditions, including those of Christopher Columbus, John Cabot, Hernando Cortés, and Hernando de Soto
- PO 3. the political, economic, and social impact on the indigenous peoples

- **1SS-E6. Describe the political, religious, and economic aspects of North American colonization, with emphasis on:**

- PO 1. the reasons for colonization, including religious freedom, desire for land, economic opportunity, and a new life
- PO 2. the meaning and importance of the Mayflower Compact

- PO 3. the importance of the religious aspects of the earliest colonies in shaping the new nation and American principles
- PO 4. key differences among the three colonial regions and the significance of key individuals who founded the colonies, including William Penn, Lord Baltimore, and Roger Williams
- PO 5. interactions between American Indians and European settlers, including the agricultural and cultural exchanges and alliances and reasons for, and the results of, the conflicts
- PO 6. the introduction and institutionalization of slavery, including the slave trade in Africa and the Middle Passage
- PO 7. the early representative government and democratic practices that emerged, including town meetings and colonial assemblies

- **1SS-E7. Describe the causes, key individuals, and consequences of the American Revolution, with emphasis on:**

- PO 1. the causes, including the Tea Act, the Stamp Act, and the formation of the Sons of Liberty
- PO 2. major turning points in the Revolutionary War and the importance of aid from France
- PO 3. the influence of key personalities, including King George III, John Adams, Thomas Jefferson, George Washington, Patrick Henry, and Thomas Paine

*(Grades 6-8)*

- **1SS-E8. Demonstrate and apply the basic tools of historical research, including how to construct timelines, frame questions that can be answered by historical study and research, and analyze and evaluate historical materials offering varied perspectives, with emphasis on:**

*Note: Historical research skills and analytical skills. These are to be learned and applied to the content standards for grades 6-8*

- PO 1. constructing and interpreting graphs and charts using historical data
- PO 2. constructing various timelines of key events, people, and periods of the historical era being studied
- PO 3. framing questions that can be answered by historical study and research
- PO 4. describing the difference between a primary source document and a secondary source document and the relationships between them
- PO 5. assessing the credibility of primary and secondary sources and drawing sound conclusions from them
- PO 6. analyzing a historical source and identifying the author's main points, purpose, opinions versus facts, and what other authors say about the same topic
- PO 7. examining different points of view on the same historical events and determining the context in which the statements were made, including the questions asked, the sources used, and the author's perspectives
- PO 8. recognizing the difference between cause and effect and a mere sequence of historical events

**FOCUS: World History (Ancient Civilizations through the Age of Exploration)**

- **1SS-E9. Describe the geographic, political, economic, and social characteristics of the ancient civilizations of Egypt, Mesopotamia, and China and their contributions to later civilizations, with emphasis on:**
  - PO 1. the importance of river valleys to their development and, specifically, the Nile, Tigris and Euphrates, and the Huang
  - PO 2. the forms of government they created, including the theocracies in Egypt and the dynasties in China
  - PO 3. the religious traditions and how they shaped culture
  - PO 4. the impact of irrigation, agriculture, and the domestication of animals
  - PO 5. the cultural and scientific contributions, including writing systems, calendars, and building of monuments such as the Pyramids
- **1SS-E10. Describe the geographic, political, economic, and social characteristics of the Aztecs, Mayas, and Mound Builders and their contributions to later civilizations, with emphasis on:**
  - PO 1. their locations, landforms, and climate, and their effect on the economies and trade systems
  - PO 2. their forms of government
  - PO 3. their traditions, customs and beliefs
  - PO 4. the ways agriculture developed
  - PO 5. the cultural and scientific contributions, including advances in astronomy, mathematics, and architecture; artistic and oral traditions; and development of writing systems and calendars
- **1SS-E11. Describe the major religions, including Hinduism, Buddhism, Judaism, Christianity, and Islam, with emphasis on:**
  - PO 1. their geographic origins
  - PO 2. the founding leaders and their teachings
  - PO 3. their traditions, customs, and beliefs
- **1SS-E12. Describe the geographic, political, economic, and social characteristics of the Ancient Greek and Roman civilizations and their enduring impact on later civilizations, with emphasis on:**
  - PO 1. the influence of the geography of the Mediterranean on the development and expansion of the civilizations
  - PO 2. the development of concepts of government and citizenship, specifically democracy, republics, and codification of law



- PO 3. scientific and cultural advancements, including networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, and philosophy
- PO 4. the contributions and roles of key figures, including Socrates, Alexander the Great, Cleopatra, Julius Caesar, and Augustus

- **1SS-E13. Describe the political and economic events and the social and geographic characteristics of Medieval European life and their enduring impacts on later civilizations, with emphasis on:**

- PO 1. the creation and expansion of the Byzantine empire and the reasons for the fall of Rome
- PO 2. the new forms of government, feudalism, and the beginning of limited government with the Magna Carta
- PO 3. the role of the Roman Catholic church and its monasteries, including the affect on education and the arts
- PO 4. the Crusades, including how they helped to introduce Muslim ideas and products to Europe
- PO 5. the impact of the Black Plague, including how it contributed to an end to the feudal system
- PO 6. contributions and roles of key figures, including Charlemagne, Joan of Arc, and Marco Polo

- **1SS-E14. Describe how the Renaissance and Reformation influenced education, art, religion, and government in Europe, with emphasis on:**

- PO 1. the revival of classical learning and humanism
- PO 2. the commerce developed by the Italian city-states
- PO 3. the development of Renaissance artistic and literary traditions, including the works of Michelangelo, Leonardo da Vinci, and Shakespeare
- PO 4. the impact of Gutenberg's invention of the printing press
- PO 5. the development of Protestantism through the ideas and actions of Martin Luther and John Calvin
- PO 6. religious conflicts and persecutions, including the Inquisition

- **1SS-E15. Analyze the origins, obstacles, and impacts of the Age of Exploration, with emphasis on:**

- PO 1. improvements in technology, including the compass and the work of Prince Henry the Navigator
- PO 2. the voyages of Columbus to the New World and the subsequent searches for the Northwest Passage
- PO 3. the introduction of disease and the resulting population decline, especially to New World peoples
- PO 4. Columbian exchanges of technology, ideas, agricultural products and practices

**FOCUS: United States and Arizona History (the American Revolution through Reconstruction)**

- **1SS-E16. Explain the economic and political reasons for the American Revolution, with emphasis on:**

- PO 1. the attempts to regulate colonial trade, including the Tea Act, Stamp Act, and Intolerable Acts
- PO 2. the colonists' reaction to British policy, including the boycotts, the Sons of Liberty, and petitions and appeals to Parliament
- PO 3. the ideas expressed in the Declaration of Independence

- **1SS-E17. Describe the aspirations, ideals, and events that served as the foundation for the creation of a new national government, with emphasis on:**

- PO 1. the Articles of Confederation and the Constitution, and the success of each in implementing the ideals of the Declaration of Independence
- PO 2. the major debates of the Constitutional Convention and their resolution
- PO 3. the contributions and roles of major individuals in the writing and ratification of the Constitution, including George Washington, James Madison, Alexander Hamilton, and John Jay
- PO 4. Struggles over ratification of the Constitution and the creation of the Bill of Rights

- **1SS-E18. Describe the actions taken to build one nation from thirteen states, with emphasis on:**

- PO 1. the precedents established by George Washington, including the cabinet and two terms of the presidency
- PO 2. Alexander Hamilton's actions to create a financially strong nation, including the creation of a National Bank and payment of debts
- PO 3. the creation of political parties, including the ideals of the Democratic Republicans and the Federalists

- **1SS-E19. Describe the successes and failures of the reforms during the Age of Jacksonian Democracy, with emphasis on:**

- PO 1. the extension of the franchise to all white men
- PO 2. Indian removal, including the Trail of Tears
- PO 3. the abolition movement, including the role of the Quakers, Harriet Tubman, and the Underground Railroad
- PO 4. Suffrage for women, including Seneca Falls and Elizabeth Cady Stanton

- **1SS-E20. Describe the aims and impact of the Western expansion and settlement of the United States, with emphasis on:**

- PO 1. how and from whom the United States acquired the Northwest Territory, Louisiana Territory, Florida, Texas, Oregon Country, the Mexican Cession and the Gadsden Territory
- PO 2. how geography and economic incentives influenced early American explorations, including those of Lewis and Clark, James O. Pattie and the fur trade
- PO 3. the American belief in Manifest Destiny, including how it led to the Mexican War
- PO 4. reasons for, and destination of, the major westward migrations, including Oregon, California, and the Mormon settlements of Utah and Arizona
- PO 5. the impact of westward expansion on American Indian nations, including broken treaties and the Long Walk of the Navajos

- **1SS-E21. Explain how sectionalism caused the Civil War, with emphasis on:**

- PO 1. the different natures of the economies of the North, South, and West
- PO 2. the addition of new states to the Union and the balance of power in the Senate, including the Missouri and 1850 Compromises
- PO 3. the extension of slavery into the territories, including the Dred Scott Decision, the Kansas-Nebraska Act, and the role of abolitionists such as Frederick Douglass and John Brown
- PO 4. the emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates
- PO 5. the presidential election of 1860, Lincoln's victory, and the South's secession

- **1SS-E22. Explain the course and consequences of the Civil War and how it divided the American people, with emphasis on:**

- PO 1. the unique nature of the Civil War, including the impact of Americans fighting Americans, the high casualties caused by disease and the type of warfare, and the widespread destruction of American property
- PO 2. contributions and significance of key individuals, including Abraham Lincoln, Robert E. Lee, William Tecumseh Sherman, and Ulysses S. Grant
- PO 3. the major turning points of the Civil War, including Gettysburg
- PO 4. the role of African-Americans
- PO 5. the purpose and effect of the Emancipation Proclamation
- PO 6. the strategic importance of the Southwest as both sides attempted to secure a route to California

- **1SS-E23. Analyze the character and lasting consequences of Reconstruction, with emphasis on:**

- PO 1. Lincoln's plans for reconstruction of the South
- PO 2. Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of Andrew Johnson
- PO 3. attempts to protect the rights of, and enhance opportunities for, the freedmen, including the basic provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the United States Constitution
- PO 4. the rise of the Ku Klux Klan and the development of Jim Crow laws following Reconstruction

## ***STANDARD 2: CIVICS/GOVERNMENT***

Students understand the ideals, rights, and responsibilities of citizenship, and the content, sources, and history of the founding documents of the United States, with particular emphasis on the Constitution and how the government functions at the local, state, national, and international levels.

*(Grades 4-5)*

### **FOCUS: America**

- **2SS-E1. Describe the narrative of the people and events associated with the development of the United States Constitution and describe its significance to the foundation of the American republic, with emphasis on:**
  - PO 1. the colonists' shared sense of individualism, independence, and religious freedom that developed before the Revolution
  - PO 2. the Articles of Confederation
  - PO 3. the purpose of the Constitutional Convention
  - PO 4. the natural rights expressed in the Declaration of Independence
  - PO 5. the contributions and roles of major individuals, including George Washington, James Madison, and Benjamin Franklin
- **2SS-E2. Describe political philosophies and concepts of government that became the foundation for the American Revolution and United States government, with emphasis on:**
  - PO 1. the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty
  - PO 2. how the Constitution is designed to secure our liberty by both empowering and limiting central government
  - PO 3. struggles over ratification and the creation of the Bill of Rights
  - PO 4. the separation of powers between the Congress, the president, and the Supreme Court

(Grades 6-8)

- **2SS-E3. Describe political philosophies and concepts of government that became the foundation for the American Revolution and United States government, with emphasis on:**

- PO 1. ideas of the nature of government and rights of individuals expressed in the Declaration of Independence with its roots in British philosophers such as John Locke
- PO 2. the concept of limited government and the rule of law established in the Magna Carta and the English Bill of Rights
- PO 3. the social covenant established in the Mayflower Compact
- PO 4. the characteristics of republican and representative governments
- PO 5. anti-Federalist and Federalist arguments for and against the new Constitution, including those expressed in *The Federalist Papers*
- PO 6. the concepts of federalism, democracy, bicameralism, separation of powers, and checks and balances

- **2SS-E4. Identify concepts of government as expressed in the United States Constitution and explain the powers granted to the three branches of government and those reserved to the states, with emphasis on:**

- PO 1. the federal system dividing sovereignty between the states and the federal government
- PO 2. the separation of powers through the development of the executive, legislative, and judicial branches of government
- PO 3. John Marshall's role in judicial review, including *Marbury v. Madison*

- **2SS-E5. Identify and describe a citizens' fundamental constitutional rights, with emphasis on:**

- PO 1. freedom of religion, expression, assembly, and press
- PO 2. right to a fair trial
- PO 3. equal protection and due process

- **2SS-E6. Describe the structure, functions, and powers of the Arizona state and local governments and their relationship to the federal government, with emphasis on:**

- PO 1. the purposes of the Arizona Constitution
- PO 2. the roles and methods of initiative, referendum, and recall processes
- PO 3. the function of multiple executive offices
- PO 4. the election process, including primaries and general elections
- PO 5. the criminal justice system, including juvenile justice
- PO 6. the roles and relationships of different levels of government, including federal, state, county, city/town, and tribal

- **2SS-E7. Explain the obligations and responsibilities of citizenship, with emphasis on:**

PO 1. the obligations of upholding the Constitution, obeying the law, paying taxes, and registering for selective service and jury duty

PO 2. involvement in political decision-making, including voting, petitioning public officials, and analyzing issues

- **2SS-E8. Explain the significance of famous speeches to the duties of citizenship, with emphasis on:**

PO 1. George Washington's Farewell Address

PO 2. Abraham Lincoln's Gettysburg Address

PO 3. Martin Luther King, Jr.'s "I Have a Dream" speech

### ***STANDARD 3: GEOGRAPHY<sup>1</sup>***

Students analyze locations, regions, and spatial connections, recognizing the natural and cultural processes that impact the way in which people and societies live and interact with each other and their environment.

*(Grades 4-5)*

#### **FOCUS: Arizona**

- **3SS-E1. Demonstrate understanding of the physical and human features that define places and regions in Arizona, including the use of geographic tools to collect, analyze, and interpret data, with emphasis on:**

PO 1. identifying Arizona as part of the Southwestern region of the United States

PO 2. explaining and using map titles, symbols, scale, cardinal and intermediate directions, and elevation on maps of Arizona

PO 3. locating and comparing the three landform regions of Arizona--the plateau, mountain, and desert regions--according to their physical features, plants, and animals

PO 4. the location and description of the important physical features in each landform region, including the Grand Canyon, Colorado River, and Mogollon Rim

PO 5. the location and significance of the important human features of Arizona, including those in Phoenix, Tucson, Flagstaff, and Yuma

- **3SS-E2. Describe the impact of interactions between people and the natural environment on the development of places and regions in Arizona, including how people have adapted to and modified the environment, with emphasis on:**

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<sup>1</sup> See Appendix for reference to Physical Geography

- PO 1. the reasons for migration to, and the settlement and growth of, Phoenix, Mesa, Tucson, Flagstaff, Prescott and Yuma, including mining, ranching, agriculture, and tourism
- PO 2. how places are connected by movement of people, goods, and ideas, including the connection of Mexico to Arizona
- PO 3. routes to and through Arizona territory, including the Gila Trail
- PO 4. how people have depended on the physical environment and its natural resources to satisfy their basic needs, including the consequences of Arizonans' adaptation to, and modification of, the natural environment

**FOCUS: United States**

- **3SS-E3. Describe and locate the major natural and human features that define places and regions in the United States, with emphasis on:**
  - PO 1. the concept of region as an area with unifying human or natural factors, including different geographic regions of the United States (e.g. Great Plains, Midwest, Northeast, Pacific Coast, Rocky Mountain, Southeast, and Southwest)
  - PO 2. interpreting information from a variety of maps and globes, including contour, population, natural resource and historical maps
  - PO 3. after being given the latitude and longitude of important features in the United States, locating these features on a map important in the United States
  - PO 4. the ways European colonists and American Indians viewed and used the environment
  - PO 5. how and why people create boundaries

*(Grades 6-8)*

- **3SS-E4. Demonstrate understanding of the characteristics, purposes, and use of geographic tools to locate and analyze information about people, places, and environments, with emphasis on:**
  - PO 1. ways to display geographic information and characteristics through maps, charts, and graphs
  - PO 2. purposes of, and differences among, maps, globes, aerial photographs, charts, and satellite images
  - PO 3. constructing and interpreting maps, charts, and geographic databases using geographic information
  - PO 4. drawing an accurate map after being given a description of a place
  - PO 5. identifying and locating physical and cultural features in the United States, and in regions of the world
  - PO 6. interpreting thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions studied

- **3SS-E5. Describe natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change, with emphasis on:**

- PO 1. common characteristics of regions at local, national, and international scales on the basis of climate, landforms, ecosystems, and culture
- PO 2. the concept of region and how and why regions change
- PO 3. relationships and interactions among regions
- PO 4. influences and effects of regional images, including why Arizona attracts tourists, retirees, and businesses
- PO 5. how culture and economics give a place identity and meaning and affect the perception of places and regions, including the role of media images
- PO 6. how places and regions serve as cultural symbols, including Jerusalem as a sacred place for Jews, Christians, and Muslims

- **3SS-E6. Describe the economic, political, cultural, and social processes that interact to shape patterns of human populations, interdependence, and cooperation and conflict, with emphasis on:**

- PO 1. the demographic structure of a population and reasons for variation between places, including developing and developed nations
- PO 2. the causes and types of human migration and its effect on places
- PO 3. the causes and effects of settlement patterns, including how rural-to-urban migration leads to urbanization
- PO 4. the distributions of cultures and how they create a cultural landscape, both locally and in other parts of the world
- PO 5. the factors that influence the location, distribution and interrelationships of economic activities in different regions
- PO 6. how cooperation and conflict contribute to political, economic and social divisions, including European Union and the Balkans
- PO 7. how cultural norms influence different economic activities of men and women in different regions, including literacy, occupations, clothing and property rights
- PO 8. how changes in technology, transportation, communication, and resources affect the location of economic activities

- **3SS-E7. Explain the effects of interactions between human and natural systems, including the changes in the meaning, use, and distribution of natural resources, with emphasis on:**

- PO 1. the physical processes that influence the formation and location of resources, including water inequities in Arizona
- PO 2. consequences to humans of earthquakes, hurricanes, tornadoes, flash floods, and other natural hazards
- PO 3. how and why humans modify ecosystems, including deforestation and desertification



- PO 4. how changes in the natural environment can increase or diminish its capacity to support human activities
  - PO 5. how technological modification in one place often leads to changes in other locations, including how the control of rivers impacts the development of Arizona
  - PO 6. ways that humans depend upon limited resources and adapt to, and affect, the natural environment
  - PO 7. changing ideas and disagreements on the best use of natural resources
- **3SS-E8. Use geographic knowledge, skills, and perspectives to explain past, present, and future issues, with emphasis on:**
    - PO 1. how places and environments influence events and conditions in the past
    - PO 2. how geography is used to improve quality of life, including urban growth and environmental planning
    - PO 3. using geographic knowledge and skills to analyze contemporary issues, including the debate over water use and availability in Arizona

#### ***STANDARD 4: ECONOMICS***

Students develop economic reasoning skills to apply basic economic concepts, assess problems, make choices, and evaluate the choices of others as consumers, workers, and citizens participating in local, national, and global economies.

***(Grades 4-5)***

- **4SS-E1. Use basic economic concepts such as trade, opportunity costs, specialization, voluntary exchange, and price incentives to examine historical events, with emphasis on:**
  - PO 1. opportunity costs and their relationship to decision-making, including examples of decisions to send expeditions to the New World
  - PO 2. how price incentives affect peoples' behavior and choices, including examples of colonial decisions about what crops to grow and products to produce
  - PO 3. how specialization improves standards of living, including examples of how development of specific economies in the three colonial regions developed
  - PO 4. how voluntary exchange helps both buyers and sellers, including examples from prehistoric and colonial trade in North America
  - PO 5. how trade promoted economic growth in the colonies
- **4SS-E2. Describe the functions of the major institutions in the United States economy, with emphasis on:**
  - PO 1. the private business function in producing goods and services
  - PO 2. the bank function in providing checking accounts, savings accounts, and loans

PO 3. the government function in taxation and providing certain goods and services

- **4SS-E3. Describe how consumers and businesses interact in the United States economy, with emphasis on:**

PO 1. how competition, markets, and prices influence peoples' behavior

PO 2. how people earn income by selling their labor to businesses

PO 3. how entrepreneurs take risks to develop new goods and services to start a business

*(Grades 6-8)*

- **4SS-E4. Apply the economic concepts of scarcity and choice, with emphasis on:**

PO 1. how limited resources and unlimited human wants cause people to choose some things and give up others

PO 2. scarcity, opportunity costs, and trade-offs, and how these concepts influence decision-making

PO 3. how governments and businesses experience scarcity and must make choices

PO 4. how scarcity influences personal financial choices, including budgeting, saving, investing, and credit

- **4SS-E5. Describe the economic benefits of specialization and exchange, with emphasis on:**

PO 1. why specialization improves standards of living

PO 2. how money, as opposed to barter, facilitates trading, borrowing, saving, investing, and the ability to compare the value of goods and services

- **4SS-E6. Describe how people respond to positive and negative incentives, with emphasis on:**

PO 1. how profits provide incentives to sellers

PO 2. how market prices provide incentives to buyers and sellers

PO 3. how protection of private property rights provides incentives to conserve and improve property

- **4SS-E7. Describe the operation of a market economy, with emphasis on:**

PO 1. Adam Smith's ideas of a market economy, including private property, freedom of enterprise, competition, consumer choice, and the limited role of government

PO 2. how the interaction between buyers and sellers determines market prices

PO 3. how competition among sellers lowers costs and prices and encourages producers to produce what consumers are willing and able to buy

PO 4. how competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the seller's price

PO 5. why voluntary exchange benefits buyers and sellers

PO 6. the functions and relationships among various institutions that make up an economic system, including business firms, banks, government agencies, labor unions, and corporations

PO 7. how income for most people is determined by the value of the resources they sell and how the distribution of income affects public policy and standards of living

- **4SS-E8. Describe the factors that cause economic growth, with emphasis on:**

PO 1. investment in human capital, including the health, education, and training of people

PO 2. investment in real capital, including factories, machinery, and new technology

PO 3. the role of entrepreneurs in the free enterprise system who take the risks of organizing productive resources

## **APPENDIX**

### **PHYSICAL GEOGRAPHY**

Physical geography is the study of the natural processes that interact to produce the Earth's varying physical environments. These natural processes are subdivided into climate, landforms, biota (both plants and animals) and water – with the focus to develop an understanding of why places have particular physical characteristics. These physical geography processes are presented in Standard 4 (Life Science) and Standard 6 (Earth and Space Science) in Arizona's **Science Standards**. They are listed below, as they connect directly with and form the foundation for the rest of the geography standards.

#### **ESSENTIALS (Grades 4-8)**

##### **Climate:**

- 6SC-E1. Describe and model the motion of Earth in relation to the sun, including the concepts of day, night, season, and year
- 6SC-E8. Describe and model large-scale and local weather systems
- 6SC-E9. Describe the composition, properties, and structure of the atmosphere

##### **Landforms:**

- 6SC-E3. Describe the composition (including the formation of minerals, rocks, and soil) and the structure of the Earth
- 6SC-E5. Explain how Earth processes seen today, including erosion, movement of lithospheric plates, and changes in atmospheric composition, are similar to those that occurred in the past

##### **Biota:**

- 4SC-E7. Explain and model the interaction and interdependence of living and non-living components within ecosystems, including the adaptation of plants and animals to their environment
- 6SC-E4. Provide evidence of how life and environmental conditions have changed

##### **Water:**

- 6SC-E6. Describe the distribution and circulation of the world's water through ocean currents, glaciers, rivers, ground water and atmosphere
- 6SC-E7. Describe the composition and physical characteristics (including currents, waves, tides, and features of the ocean floor) of the Earth's bodies of water

## SOCIAL STUDIES GLOSSARY\*

**Amendment (Constitutional)** Changes in, or additions to, a constitution. Proposed by a two-thirds vote of both houses of Congress or by a convention called by Congress at the request of two-thirds of the state legislatures. Ratified by approval of three-fourths of the states.

**Articles of Confederation** The first constitution of the United States (1781). Created a weak national government; replaced in 1789 by the Constitution of the United States.

**Balance of Payments** A record of all economic transactions between the residents of a country and those of foreign countries for a one-year period. This includes the movement of goods (exports and imports), and also the flow of services and capital (e.g., purchases of tourists, investment income, gifts, pensions, and foreign aid).

**Balance of Trade** The difference between the total amount of exports and imports for a country in one year.

**Barter** The direct exchange of one good or service for another without the use of money.

**B.C.E. and C.E.** Before the Common Era (formerly known as B.C.) and Common Era (formerly known as A.D.).

**Bicameral** A legislative body composed of two houses.

**Bill of Rights** The first ten amendments to the Constitution. Ratified in 1791, these amendments limit governmental power and protect basic rights and liberties of individuals.

**Bureaucracy** Administrative organizations that implement government policies.

**Business Cycle** The periods of recession and expansion that an economy goes through because production does not increase continuously over time.

**Cabinet** Secretaries, or chief administrators, of the major departments of the federal government. Cabinet secretaries are appointed by the president with the consent of the Senate.

**Capital** Manufactured resources such as tools, machinery, and buildings that are used in the production of other goods and services (e.g., school buildings, books, tables, and chairs are some examples of capital used to produce education). This is sometimes called real capital.

**Case Study** The in-depth examination of an issue.

**Checks and Balances** The Constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities. For example, the president may veto legislation passed by Congress; the Senate must confirm major executive appointments; and the courts may declare acts of Congress unconstitutional.

**Circular Flow Model** A diagram showing how households, firms, and the government are interdependent. Circular flow of income diagrams are used to illustrate that there are several ways to measure national income flows.

**Citizen** A member of a political society who owes allegiance to the government and is entitled to its protection.

**Civil Rights** The protections and privileges of personal liberty given to all U.S. citizens by the Constitution and Bill of Rights.

**Command Economy** A type of economic system where the resources are state owned and their allocation and use is determined by the centralized decisions of a planning authority (e.g., the former Soviet Union).

**Common or Public Good** To the benefit, or in the interest, of a politically organized society as a whole.

**Comparative Advantage** The idea that countries gain when they produce those items that they are most efficient at producing.

**Competitive Behavior** When a business or individual acts in a self-interested way intending to increase wealth.

**Concurrent Powers** Powers that may be exercised by both the federal and state governments (e.g., levying taxes, borrowing money and spending for the general welfare).

**Confederate** Of, or pertaining to, a group of states more or less permanently united for common purposes.

**Consumer** A person or organization that purchases or uses a product or service.

**Consumer Sovereignty** The power consumers have in directing market economies because goods and services are produced and exchanged mostly to satisfy consumer wants.

**Criminal Justice** The branch of law that deals with disputes or actions involving criminal penalties. It regulates the conduct of individuals, defines crimes, and provides punishment for criminal acts.

**Cultural Diffusion** The adoption of an aspect (or aspects) of another group's culture, such as the spread of the English language.

**Cultural Landscape** The visual outcome of humans living in a place.

**Culture** The learned behavior of people, such as belief systems and languages, social relations, institutions, organizations, and material goods such as food, clothing, buildings, technology.

**Deflation** A general lowering of prices. The opposite of inflation.

**Delegated Powers** Powers granted to the national government under the Constitution, as enumerated in Articles I, II and III.

**Demand** How much a consumer is willing and able to buy at each possible price.

**Democracy** The practice of the principle of equality of rights, opportunity, and treatment.

**Demographics** The statistical data of a population (e.g., average age, income, education).

**Developed Nation** A country with high levels of well-being, as measured by economic, social, and technological sophistication.

**Developing Nation** A country with low levels of well-being, as measured by economic, social, and technological sophistication.

**Diffusion** The spread of people, ideas, technology and products between places.

**Distribution** The arrangement of items over an area.

**Due Process of Law** The right of every citizen to be protected against arbitrary action by government.

**Eagle Feather** A universal symbol among American Indian Nations embodying power, strength, and values.

**Economic Growth** An increase in an economy's ability to produce goods and services which brings about a rise in standards of living.

**Ecosystem** The interaction of all living organisms with each other and with the physical environment.

**Emigration** People leaving a country (or other political unit).

**English Bill of Rights** An act passed by Parliament in 1689 which limited the power of the monarch. This document established Parliament as the most powerful branch of the English government.

**Entrepreneur** A person who organizes, operates, and assumes the risk for a business venture.

**Environment** Everything near and on the Earth's surface. Natural or physical environment refers to climate, biosphere, hydrosphere, soil, and geology. Human or cultural environment refers to aspects of the environment produced by humans.

**Equal Protection Clause** The Fourteenth Amendment provision that prohibits states from denying equal protection of the laws to all people - that is, discriminating against individuals in an arbitrary manner, such as on the basis of race.

**Equal Protection of the Law** The idea that no individual or group may receive special privileges from, nor be unjustly discriminated by, the law.

**Erosion** The lowering of the land surface by physical processes such as flowing water, landslides, glacial ice, waves, and wind.

**Exchange Rate** The price of one currency in terms of another (e.g., pesos per dollar).

**Ex Post Facto Law** A law that makes criminal an act that was legal when it was committed. (Latin: "after the fact")

**Federal Reserve System** A system of 12 district banks and a Board of Governors that regulates the activities of financial institutions and controls the money supply.

**Federal Supremacy** Article VI of the Constitution providing that the Constitution and all federal laws and treaties shall be the "supreme Law of the Land." Therefore, all federal laws take precedence over state and local laws.

**Federalism** A form of political organization in which governmental power is divided between a central government and territorial subdivisions--in the United States, among the national, state, and local governments.

**Federalist Papers** A series of essays written by Alexander Hamilton, John Jay and James Madison that were published to support the adoption of the proposed United States Constitution.



**Federalists** Advocates of a strong federal government and supporters of the adoption of the U.S. Constitution.

**Feudalism** Political and economic system in which a king or queen shared power with the nobility, who required services from the common people in return for allowing them to use the noble's land.

**Fiscal Policy** How the government uses taxes and/or government expenditures to change the level of output, employment, or prices.

**Foreign Policy** Policies of the federal government directed to matters beyond U.S. borders, especially relations with other countries.

**Founders** People who played important roles in the development of the national government of the United States.

**Framers** Delegates to the Philadelphia Convention held in 1787, and those who wrote and ratified the Bill of Rights.

**Free Enterprise** The freedom of private businesses to operate competitively, for profit, and without government controls.

**Freedom of Expression** The freedoms of speech, press, assembly, and petition that are protected by the First Amendment.

**Freedom of the Press** Freedom to print or publish without governmental interference.

**Geographic Grid** A system to locate points on the Earth's surface (e.g., latitude and longitude).

**Geographic Information System (GIS)** A computer database that displays information like a map, but can do much more than just show patterns. A GIS database consists of "layers" of information about places (e.g., topography, vegetation, roads, buildings, sewers) that can be combined with a geographical perspective to solve societal problems.

**Geographic Tool** A device used to compile, organize, manipulate, store, report, or display geographic information, including maps, gazetteers, globes, graphs, diagrams, aerial photographs, satellite images, geographic information systems, and other computer databases and software.

**Great Compromise** An agreement made at the Constitutional Convention of 1787 that balanced the interest of the small and large states, resulting in the United States Senate being made up of two Senators from each state and a House of Representatives based on population.

**Gross Domestic Product** A measure of how much an economy produces each year, stated in the dollar value of final goods and services.

**Human Capital** The knowledge and skills that enable workers to be productive.

**Human Characteristics** The pattern that people make on the surface of the Earth, such as cities, roads, canals, farms, and other ways people change the Earth.

**Immigration** People moving to a country (or other political unit).

**Impeachment** The act of accusing a public official of misconduct in office by presenting formal charges against him or her by the lower house, with a trial to be held before the upper house.

**Inalienable Rights** Fundamental rights of the people that may not be taken away. A phrase used in the Declaration of Independence.

**Incentive** A benefit offered to encourage people to act in certain ways.

**Inflation** A general rise in the level of prices.

**Initiative** A form of direct democracy in which the voters of a state can propose a law by gathering signatures and having the proposition placed on the ballot.

**Interdependence** Reliance on people in other places for information, resources, goods, and services.

**Isolationism** The belief that the United States should not be involved in world affairs and should avoid involvement in foreign wars.

**Judicial Review** The doctrine that permits the federal courts to declare unconstitutional, and thus, null and void, acts of the Congress, the executive, and the states. The precedent for judicial review was established in the 1803 case of *Marbury v. Madison*.

**Justice** Fair distribution of benefits and burdens, fair correction of wrongs and injuries, or use of fair procedures in gathering information and making decisions.

**Land Use** How people use the Earth's surface (e.g., urban, rural, agricultural, range, forest); often subdivided into specific uses (e.g., retail, low-density housing, industrial).

**Landform** A description of the Earth's shape at a place (e.g., mountain range, plateau, flood plain).

**Latitude** The angular distance north or south of the equator, measured in degrees along a line of longitude.

**Legend** The map key that explains the meaning of map symbols.

**Liquidity** The ease and speed with which something can be turned into cash (e.g., one can more quickly sell a common stock than a house; therefore, the stock is a more liquid asset than a house).

**Longitude** Angular distance east or west, almost always measured with respect to the prime meridian that runs north and south through Greenwich, England.

**Loyal Opposition** The idea that opposition to a government is legitimate. Organized opponents to the government of the day.

**Macroeconomics** The branch of economics which considers the overall aspects and workings of a national economy such as national output, price levels, employment rates, and economic growth.

**Magna Carta** Document signed by King John of England in 1215 A.D. that limited the king's power and guaranteed certain basic rights. Considered the beginning of constitutional government in England.

**Marginal Analysis** Making decisions based on the impact of the next dollar spent or the change one more unit would bring about. For example, when a person doesn't make an all-or-nothing decision to eat a bag of potato chips but decides, instead, chip-by-chip, or at the margin, whether to eat another one.

**Market Economic System** A system in which most resources are owned by individuals and the interaction between buyers and sellers determines what is made, how it is made, and how much of it is made.

**Market Price** The price at which the quantity of goods and services demanded by consumers and the quantity supplied by producers are the same. This is sometimes called the equilibrium price.

**Market** Any setting in which exchange occurs between buyers and sellers.

**Mayflower Compact** The document drawn up by the Pilgrims in 1620, while on the Mayflower, before landing at Plymouth Rock. The Compact provided a legal basis for self-government.

**Mercantilism** An economic and political policy in which the government regulates the industries, trade, and commerce with the national aim of obtaining a favorable balance of trade.

**Microeconomics** The branch of economics concerned with the decisions made by individuals, households, and firms and how these decisions interact to form the prices of goods and services and the factors of production.

**Monarchy** A type of government in which political power is exercised by a single ruler under the claim of divine or hereditary right.

**Monetary Policy** Management of the money supply and interest rates to influence economic activity.

**National Security** Condition of a nation's safety from threats, especially threats from external sources.

**Natural Hazard** A process taking place in the natural environment that destroys human life, property, or both (e.g., hurricane, flooding).

**Opportunity Cost** The value of the next best alternative that must be given up when a choice is made (e.g., the opportunity cost of studying on a Saturday night is the fun you are missing by not going to the dance).

**Price Ceilings** Government policy which prevents the price of a good or service from exceeding a particular level (e.g., rent control or the price of gasoline during the 1970's).

**Principle** A basic rule that guides or influences thought or action.

**Producers** People who change resources into an output that tends to be more desirable than the resources were in their previous form (e.g., when people produce French fries, consumers are more inclined to buy them than the oil, salt, and potatoes individually).

**Production Possibilities Curve** The different combinations of various goods that a producer can turn out over a given period, given the available resources and existing technology.

**Progressive Tax** A tax structure where people who earn more are charged a higher percentage of their income (e.g., the federal income tax).

**Projection** A mathematical formula by which a geographic grid (and the shapes of land and water bodies) can be transferred from a sphere to a flat surface (e.g., a map or geographic information system).

**Property Rights** The rights of an individual to own property and keep the income earned from it.

**Proportional Tax** A tax structure where all people pay about the same percentage of their incomes in taxes (e.g., a flat rate tax).

**Protectionism** The practice of protecting domestic industries from foreign competition by imposing import duties or quotas.

**Public Service** Service to local, state, or national communities through appointed or elected office.

**Quota** A limit on how much of a good can be imported. The limit is set either by quantity or by the dollar value.

**Ratify** To confirm by expressing consent, approval, or formal sanction.

**Referendum** A form of direct democracy in which citizens of a state, through gathering signatures, can require that a legislative act come before the people as a whole for a vote. The process also allows the legislature to send any proposal for law to the people for a vote.

**Region** A larger-sized territory that includes many smaller places, all or most of which share similar attributes, such as climate, landforms, plants, soils, language, religion, economy, government or other natural or cultural attributes.

**Regressive Tax** A tax structure where people who earn more pay a smaller percentage of their income in taxes (e.g., sales taxes).

**Representative Democracy** A form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.

**Republican Government** A system of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare.

**Resources** Land, labor, capital, and entrepreneurship used in the production of goods and services. A part of the natural environment that people value, such as soil, oil, iron or water.

**Return** How well you do by investing in one asset as opposed to another (e.g., if you buy a house in an up-and-coming neighborhood, you expect a better return when you sell it than if you buy a house next to where a new freeway is going to be built).

**Revolution** A complete or drastic change of government and the rules by which government is conducted.

**Risk** How much uncertainty accompanies your choice of investment (e.g., if you lend money to someone who has just escaped from prison, you are taking more of a risk than if you lend money to your mother).

**Rule of Law** The principle that every member of a society, even a ruler, must follow the law.

**Scale** The relationship between a distance on the ground and the distance on the map. For example, the scale 1:100,000 means that one unit of distance (e.g. an inch or millimeter) on the map equals 100,000 of these units on the Earth's surface.

**Scarce** A good or service that is insufficient in quantity to satisfy the demand or need for it.

**Separation of Powers** The division of governmental power among several institutions that must cooperate in decision making.

**Sovereignty** The ultimate, supreme power in a state (e.g., in the United States, sovereignty rests with the people).

**Spatial** Pertaining to distribution, distance, direction, areas and other aspects of space on the Earth's surface.

**Specialization** When a business focuses on producing a limited number of goods and leaves the production of other goods to other businesses. Specialization also describes how each person working to produce a good might work on one part of the production instead of producing the whole good (e.g., in a shoe factory one person cuts the leather, another person sews it, another glues it to the sole).

**Standard of Living** The overall quality of life that people enjoy.

**Suffrage** The right to vote.

**Supply** The quantity of a product or service a producer is willing and able to offer for sale at each possible price.

**Tariff** A tax on an imported good.

**Thematic Map** A map showing the distribution (or statistical properties) of cultural or natural features, such as a thematic map of unemployment or a thematic map of rainfall.

**Theocracy** Any government in which the leaders of the government are also the leaders of the religion and they rule as representatives of the deity.

**Totalitarianism** A centralized government that does not tolerate parties of differing opinion and that exercises dictatorial control over many aspects of life.

**Treaty** A formal agreement between sovereign nations to create or restrict rights and responsibilities. In the U.S., all treaties must be approved by a two-thirds vote in the Senate.

**Unitary Government** A government system in which all governmental authority is vested in a central government from which regional and local governments derive their powers (e.g., Great Britain and France, as well as the American states within their spheres of authority).

**United Nations** An international organization comprising most of the nations of the world, formed in 1945, to promote peace, security, and economic development.

**Urbanization** The process whereby more people live and work in cities.

**Voluntary Exchange** Trade between people when each one feels he or she is better off after the trade (e.g., if you sell your old exercise bike for cash, you gain because you would rather have the cash than the bike, but the other person gains because he or she would rather have the bike than the cash).